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ABSTRACT

Success for All is a comprehensive schoolwide restructuring program that has improved reading achievement, increased attendance, reduced special education referrals and placements, and virtually eliminated within-grade retentions in high-poverty elementary schools serving African American children. It is noted that as Success for All has expanded since its first implementation in 1986-87 in inner-city Baltimore (Maryland), districts and schools that serve language minority students are adopting the program. This report explains how Success for All is grounded in approaches that are particularly effective in promoting language minority students' academic success, including use of cooperative learning, the integration of language and communication, and a focus on metacognitive learning strategies. It also discusses adaptations in program delivery and curriculum development, especially the development of a Spanish reading curriculum, Lee Conmigo ("Read With Me"), to meet language minority stude s' language needs. The report's final section discusses a lc ,itudinal evaluation to track language minority students' progress in Success for All. (Contains 35 references.) (GLR)

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Lee Conmigo: "Success for All" in Schools Serving Language Minority Students

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Lee Conmigo:
"Success for All" in Schools
Serving Language Minority Students

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July 1993

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ABSTRACT

Success for All is a comprehensive schoolwide restructuring program that has improved reading achievement, increased attendance, reduced special education referrals and placements, and virtually eliminated within-grade retentions in high-poverty elementary schools serving African American children. As Success for All has expanded since it was first implemented in 1986-87 in inner-city Baltimore, districts and schools that serve language minority students—children who enter school speaking little or no English—are adopting the program. In 1992-93, 10 schools in six states delivered Success for All to language minority students. The schools' inclusion in Success for All is an important extension of a program with a proven record of effectiveness to a new student population. In this paper, the authors explain how Success for All is grounded in approaches that are particularly effective in promoting language minority students' academic success, including use of cooperative learning, the integration of language and communication, and a focus on metacognitive learning strategies. The authors also discuss adaptations in program delivery and curriculum development, especially the development of a Spanish reading curriculum, Lee Conmigo ("Read With Me"), to meet language minority students' needs. In the final section of the paper, the authors discuss a longitudinal evaluation to track language minority students' progress in Success for All. The Southwest Regional Laboratory (SWRL) and the Center for Research on Effective Schooling for Disadvantaged Students, Johns Hopkins University, are conducting the longitudinal evaluation.

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INTRODUCTION

Success for All is a schoolwide restructuring program serving students in high-poverty elementary schools. The program emphasizes prevention and early intervention to keep students from falling behind in the early grades. First used in Baltimore in 1986, Success for All is now in use in 70 schools in 29 districts in 16 states. Until recently, Success for All has been used almost exclusively with monolingual students (mostly African American). However, as the program has expanded throughout the United States, districts and schools that serve language minority students are adopting the program. Language minority students enter school from homes and communities in which English is not the primary language. These students either do not speak English or they have limited English proficiency (LEP). Their inclusion in Success for All is an important extension of a program with a record of effectiveness to a new population of students.

Evaluations of Success for All have consistently shown substantial positive effects on student reading achievement, within-grade retentions, special education referrals and placements, and attendance for children who start in the program in first grade or earlier. These effects have been found to grow as children move through the grades, and effects for each cohort have been greater than for the previous year's cohort in the same schools. Achievement effects have been particularly positive for the lowest achievers (Slavin, Madden, Karweit, Dolan, & Wasik, 1992; Madden, Slavin, Karweit, & Wasik, in press.)

One of the earliest implementations of Success for All for language minority students was at Francis Scott Key Elementary School in Philadelphia where a majority of students are Cambodian and enter school with little or no English language skills. Four years of data indicate that an adaptation of Success for All to an English as a second language (ESL) program was very successful in building reading as well as English language skills among these students (Slavin & Yampolsky, 1992; Slavin, 1993). In 1992-93, Success for All was expanded to additional schools serving LEP students. The program was made available in two forms for such schools. One was the ESL approach used at Key; the other was a new form that provided reading instruction in Spanish for use in schools with Spanish bilingual programs.

Success for All schools serving language minority students deliver the same key program components emphasized in schools serving English-dominant students: prekindergarten and kindergarten programs emphasizing oral language development

and reading readiness, a schoolwide reading curriculum grounded in cooperative learning, one-to-one tutoring for students (especially first graders) who need help keeping up with their reading groups, eight-week assessments of student progress, parental involvement and support through a school-based family support team, and a school-based Success for All facilitator (see Slavin, Madden, Karweit, Dolan, & Wasik [1992] for a detailed description of program elements).

In addition, Success for All for language minority students: (a) uses Success for All strategies that are directly related to increasing the achievement of all students; and (b) mediates instruction in additional ways that are appropriate for students whose primary language is not English. This mediation includes the use of students' native languages when feasible and strategies that integrate English language development with content instruction.

In this paper, we frame the second language teaching and learning contexts in which Success for All for language minority students operates; highlight the features of Success for All that make it appropriate for language minority students; and describe additional adaptations for this new group of students. Finally, we describe a longitudinal research design to track the achievement of language minority students.

SECOND LANGUAGE TEACHING AND LEARNING CONTEXTS

Currently, Success for All serves language minority students in 10 schools in the following six states: Arizona, California, Texas, New Jersey, New York, and Pennsylvania. Three of the states—California, Texas, and New York—are major points-of-entry for language minority students and their families. These states, respectively, rank first, second, and third nationally in the percentage of their LEP student population. Arizona and New Jersey rank seventh and eighth (U.S. Department of Education, June 30, 1992).

As might be expected given this geographic spread, Success for All operates in a variety of second language teaching and learning contexts dictated by four key factors: (a) state and local mandates that require the appropriate identification of, and appropriate programs for, language minority students; (b) local educational philosophies; (c) the linguistic diversity of the students served; and (d) the availability of teachers with bilingual and ESL certification. In other words, the expansion of Success for All to serve language minority students is occurring in settings that mirror real-life options that districts across the country exercise and accommodations they make given available

resources. In all cases, the goal is for Success for All students to become academically proficient in English. The provision of primary language instruction and support, as well as the use of strategies that integrate English language development and content instruction, vary in duration and intensity.

Most often, Success for All is implemented within the context of an early-exit bilingual education program. Early-exit programs are the most common model in the United States, with limited primary language instruction in basic literacy and cognitive development typically provided over a two- to four-year period (Collier, 1992). Children often transition to English-only instruction by or at the end of grade three. To help students understand instruction in English, ESL or some other form of sheltered English or sheltered content instruction is provided, an approach that also is common when a variety of languages are represented among students. For example, at Fremont Elementary School in Riverside, CA, and Orville Wright Elementary School in Modesto, CA, Spanish-dominant students in grades K-2 receive Success for All instruction in Spanish in the morning and instruction in Spanish in other subjects for the remainder of the school day. First graders who are having difficulty keeping up with their reading groups receive one-to-one tutoring in Spanish for 20 minutes per day. Children in grades 3-6 transition to English-only instruction and receive Success for All in English, with provision of sheltered instruction.

In contrast, at Francis Scott Key Elementary School in Philadelphia, where two thirds of the students enter kindergarten speaking Cambodian and little or no English, and at El Vista Elementary School in Modesto, CA, where students speak 17 languages, Success for All operates in ESL and sheltered instructional settings. LEP students participate in the Success for All reading and language arts program in English alongside their English-dominant classmates during a common period in the morning. During the rest of the day, LEP students receive sheltered-content instruction or ESL instruction, depending on their level of English proficiency.

The central concept underlying Success for All in these settings is that all the schools' personnel work together to ensure the success of every child. This includes bilingual teachers who deliver the Success for All curriculum in Spanish, as well as ESL and regular classroom teachers who integrate instruction in English with the requirements of success in reading. The goal is for bilingual education, ESL, and Success for All to operate as

one coordinated approach that provides all children whatever they need to succeed.

MEETING LANGUAGE MINORITY STUDENTS' INSTRUCTIONAL NEEDS THROUGH SUCCESS FOR ALL

Our experience with Success for All for language minority students suggests that the effectiveness documented in formal evaluations in Philadelphia, and in curriculum-embedded performance assessments at the remaining sites, rests on two factors. The first is the instructional approaches in Success for All. The second is adaptations in program delivery to meet language minority students' special needs for primary language support and English language development.

Designed originally for use in urban settings serving large numbers of disadvantaged students whose native language is English, the program is, in fact, grounded in approaches that are particularly effective in promoting language minority students' academic success. Below, we focus on three approaches: cooperative learning, the integration of language and communication, and metacognitive learning strategies.

Cooperative Learning

Research on cooperative learning with native English speakers has found it significantly increases students' reading comprehension and language skills (Stevens, Madden, Slavin, & Farnish, 1987). In addition, cooperative learning methods have had positive effects on such outcomes as race relations among students, acceptance of mainstreamed students in the regular classroom, and students' self-esteem (Slavin, 1990).

With respect to language minority students, studies of second-language acquisition suggest that reciprocal-interaction models of instruction, of which cooperative learning is a prime example, foster students' cognitive and linguistic development (Cummins, 1986; Cummins & McNeely, 1987). Studies of schools and classrooms where language minority students have been particularly successful academically report that individual instructional activities and individual competition among students were limited. Instead, classrooms were lively and even noisy environments in which students collaborated with each other in small groups to complete assignments. In fact, most higher-order cognitive and linguistic discourse among students took place during cooperative learning activities (Garcia, 1992).

In a recent review of the benefits of cooperative learning for language minority students, McCroarty (1992) notes four major advantages. First, cooperative learning provides an opportunity for students to practice English and negotiate its meaning within the context of a meaningful task. When students at various

proficiency levels are given an interesting problem to solve through discussion with each other or with native-English speakers, they work to communicate in a language that is, to the best of their ability, conceptually accurate, if not always grammatically correct. In addition, the tasks and group structures in cooperative learning foster many different kinds of verbal exchanges among students.

Second, cooperative learning helps students draw on their primary language as they develop second-language skills. This is particularly true when groups include bilingual students. In cooperative learning tasks, there are powerful incentives for the bilingual students to convey necessary information to other students who are less proficient in English and who can then extend or clarify their comprehension through discussions in their primary language.

Third, activities and materials used in cooperative learning groups tap spatial, visual, and manual abilities as well as verbal abilities so they engage all students and offer each student a way to demonstrate competence relevant to the task.

Fourth, for all the reasons noted above, cooperative learning can lower language minority students' anxiety, increase their motivation, and enhance their self-confidence, all of which are related to successful second-language acquisition.

Virtually every part of the Success for All curriculum depends on student-to-student interaction to facilitate learning. Prekindergartners share ideas and build on each others' thinking using Storytelling and Retelling (STaR) and Peabody Language Development Kits (described more fully later). In the first formal reading component of Success for All—Beginning Reading and its Spanish counterpart, Lee Conmigo ("Read with Me")—students work in pairs, listening to each other read and becoming peer coaches. In the upper elementary grades, the writing/language program uses a form of cooperative learning, Cooperative Integrated Reading and Composition (CIRC) (Madden, Stevens, Farnish, & Slavin, 1990). CIRC employs a combination of mixed-ability, cooperative work groups, and skill-based reading groups to teach reading, language arts, and writing (Slavin & Madden, 1989). Lesson structures provide team rewards, individual accountability, and equal opportunities for Success for All team members, no matter what their ability or English proficiency is. Students who may have very limited English proficiency not only have an assignment that contributes to task completion, but they have an opportunity to develop literacy through listening, speaking, reading, and writing in a

nonthreatening and supportive setting. A study of the use of CIRC with LEP students in El Paso showed the instructional effectiveness of this approach (Calderón, Tinajero, & Hertz-Lazarowitz, 1992).

Integration Of Language And Communication

Like their English-dominant classmates, language minority students acquire their primary or native language beginning at home, with parents and siblings. Later this acquisition extends to the community and school. Students are not explicitly taught the grammar of the language they acquire but instead acquire language under natural conditions, with an emphasis on meaning and function rather than form (Krashen, 1981). They develop oral language proficiency first, with their ability to speak and communicate paving the way for learning how to read.

Oral language development in their primary language is especially important for language minority students. Oral language development promotes reading readiness as well as English language proficiency (Cantoni-Harvey, 1992; Krashen & Biber, 1988). When formal reading instruction begins, research supports an emphasis on communication and academic content as opposed to formal instruction in English linguistic structures (Chamot & O'Malley, 1986; Garcia, 1991; Ovando & Collier, 1985). Effective instruction uses language students can take in, comprehend, and use (Fradd, 1987). Teachers create opportunities for students to use language in meaningful ways. Language use (verbal or written) is not contrived or forced.

The instructional strategies in Success for All are consonant with these findings. In prekindergarten and kindergarten, the program focuses on the integration of language and communication. Success for All emphasizes oral language development with the use of STaR (Karweit, 1988), which involves students in listening to, retelling, and dramatizing children's literature. On the most basic level, stories provide opportunities for exposure to the communicative function of language and the hands-on experience of seeing how print works. On another level, stories provide models and metaphors for the child's developing communication abilities. Language minority students' exposure to stories provides the basis for considerable vocabulary acquisition in first and second languages (Elley, 1989; Elley, 1991; Lambert, 1991). Preliminary evaluations of the STaR program with native English speakers indicate positive effects on important prereading skills such as receptive vocabulary, production of language, and story comprehension (Karweit & Coleman, April

1991). Big books, as well as oral and written activities, also allow students to develop concepts of print as they develop knowledge of story structure. In addition, Peabody Language Development Kits further develop children's receptive and expressive language. Finally, thematic units incorporate children's experiences into instruction, using themes that are relevant to all students (e.g., My Class/My School, Special Me, Fall, Winter, Spring), as well as themes that are relevant to students' specific cultures.

Beginning Reading and its Spanish-language counterpart, Lee Conmigo, are introduced either in the second semester of kindergarten or in the beginning of first grade, depending on district policies. In these programs, letters and sounds are presented in an active, engaging series of activities that begin with oral language and move into written symbols. Once letter sounds (English) and letter and syllable sounds (Spanish) are taught, they are reinforced by reading stories that use the sounds. The program emphasizes repeated oral reading to partners as well as to the teacher, instruction in story structures and specific comprehension skills, and integration of reading and writing.

As significant for language minority learners, particularly in ESL contexts, a great deal of information in Success for All is communicated to children in English that is supported by contextual clues and nonverbal information. Contextual support in Success for All, including puppets, pictures, objects, music, movement, gestures, and cues to guide group response, enables children to comprehend what is being communicated. Language accompanied by these additional aids is referred to as context-embedded language (Cummins, 1984). Students functioning with very limited English proficiency require context-embedded language to make meaning out of English. As their ability to express and comprehend English increases, they no longer need this kind of contextual support. When students understand English without such support, they are able to function in context-reduced language settings. In most cases, as instructional language becomes more context-reduced, it also becomes more academically demanding (Fradd, 1987).

When Success for All students have developed word attack skills and receptive and expressive language skills, and they are able to use comprehension strategies at their receptive language and reading levels, they are ready for Beyond the Basics, the final major curriculum component of Success for All (Madden, Slavin, Stevens, & Farnish, 1989). Beyond the Basics is an adaptation of CIRC, a cooperative learning program that

encompasses both reading and writing/language arts. The curricular focus of Beyond the Basics is on building comprehension, thinking skills, fluency, and pleasure in reading using increasingly complex material. It uses cooperative learning activities built around story structure, prediction, summarization, vocabulary building, decoding practice, and a story-related writing. Students engage in partner reading and structured discussions of basal readers, anthologies, and/or novels. They work toward mastery of the vocabulary and content of the story in teams. Story-related writing also is shared within teams.

Teachers also provide direct instruction in reading comprehension skills, and students practice these skills in their teams. Classroom libraries of trade books at students' reading levels provide students with a choice of material to read as homework each night. Home readings are shared in class via presentations, summaries, puppet shows, dramatizations, and other formats twice a week during "book-club" sessions.

Metacognitive Strategies

Research indicates that metacognitive strategies are important but frequently overlooked determinants of students' success (Chamot & O'Malley, 1984; 1986). Metacognitive strategies are processes that enable students to think about and prepare for a task, monitor themselves as they complete it, and evaluate the outcomes. Metacognitive strategies enable students to become responsible for their own learning and generally maximize their learning opportunities (Chamot & O'Malley, 1987; Madden, Livermon, & Rice, 1992).

Metacognitive strategies are especially important for language minority students. Beginning in fourth grade, much of the learning that occurs in schools is abstract or context-reduced. Without prior schooling or developmental experiences to provide support on content-reduced tasks, many language minority students find these types of tasks difficult and they begin to lag behind in their academic performance.

Successful readers use metacognitive strategies to help them read effectively and comprehend what they read. Therefore, the Success for All reading and language arts program teaches students why, when, and how to use metacognitive strategies. Examples of these strategies include previewing a selection prior to reading as well as monitoring comprehension. Metacognitive strategies within Success for All always are presented in the context of reading, from STaR through Beyond the Basics. In addition, metacognitive strategies receive special attention in

review lessons included in Lee Conmigo, the curriculum Spanish-dominant language students usually receive beginning in the last half of kindergarten. Success for All reading tutors also teach metacognitive skills beyond those taught in the classroom program (Wasik & Madden, 1991).

ADAPTING SUCCESS FOR ALL FOR LANGUAGE MINORITY STUDENTS

Adaptations have been made in Success for All to meet language minority students' needs for primary language support and English language development. With respect to primary language support, the most notable adaptation is the development of Lee Conmigo, a Spanish-language version of the Success for All Beginning Reading curriculum. Developed for use with the Macmillan *Campanitos De Oro* reading series, Lee Conmigo uses essentially the same instructional strategies as its English-language counterpart. However, it is not merely a translation of Beginning Reading. Instead it is an adaptation based on the phonetic and structural elements of Spanish.

Delivery of Success for All to Spanish-speaking children also is supported by development of STaR materials that enable children to access, read, and discuss Spanish literature as well as children's stories in English that have been translated into Spanish. Older students complete specially prepared questions related to story structure (character, setting, problem, and solution) and do story-related writing activities developed to accompany reading selections in *Campanitos De Oro*. Students also read Spanish novels and stories. The materials used in Beyond the Basics are adapted from materials developed in 1992 by Calderón et al.

In addition, Success for All schools have made adaptations in program delivery to provide primary language support to students. For example, Francis Scott Key Elementary School added a tutoring program in which older students tutor kindergartners for 45 minutes two days per week. All kindergartners receive and benefit from the tutoring, but there are particular benefits for the Cambodian-speaking students who are assigned Cambodian tutors. The tutors read to and with their tutees in English, translating when necessary. Over the course of the school year, discussions move from being primarily Cambodian to primarily English. Furthermore, in a school lacking Cambodian-speaking adults, the older students provide the Cambodian kindergartners with their only opportunity to use their primary language in an instructional context. This is particularly important early in the school year when the Cambodian kindergartners often speak little or no English.

Several of the Success for All schools serving predominantly Spanish-speaking students have enlisted parents and older siblings to provide primary language support to students. Parents are trained to use STaR strategies to read to and with their children in Spanish. Parents and older siblings listen to and work with children who complete homework sheets geared to Spanish Success for All curriculum materials.

Other adaptations are aimed at providing students with additional English language development support. For example, at least one of the Success for All schools has developed a special intervention for third and fourth graders who transitioned to English-only instruction, but who are falling behind academically. These students did not participate in Success for All prior to this academic year. However, Success for All eight-week assessments were administered early in the year to place the students appropriately in the program. This enabled the school to identify and group the students for an intensive review of language development and metacognitive strategies, and for additional reading practice. This intervention is just getting under way, with the expectation that children will be accelerated over time as they begin to learn skills that will enable them to succeed in sheltered-content instruction.

EVALUATING SUCCESS FOR ALL FOR LANGUAGE MINORITY STUDENTS

Four Success for All schools in three school districts (Riverside and Modesto, CA, and Philadelphia), and matched comparison schools in the districts, are participating in a longitudinal evaluation of the effectiveness of Success for All for language minority students. Two of the Success for All schools serve primarily LEP Latino students. The fourth, Francis Scott Key, serves Cambodian students, while the fifth serves students who speak a variety of non-English languages. Each school is matched with a comparison school that is similar in overall achievement, level of student disadvantages (e.g., percentage who receive free lunch, percentage whose families receive Aid to Families With Dependent Children [AFDC] assistance, percentage of LEP student enrollment per grade level, languages other than English that language minority students speak, presence of special programs [e.g., preschool], and annual instructional calendar [i.e., traditional or year-round]).

The evaluation at Key is in its fifth year (Slavin, 1993), but the other evaluations began in 1992-93. At the beginning of the 1992-93 academic year, all incoming kindergartners' prereading and language development skills were assessed at the three new Success for All and comparison schools using two measures.

The first was the Peabody Picture Vocabulary Test (PPVT), which measures an important aspect of oral language—receptive vocabulary (Dunn & Dunn, 1981). The second was the Bilingual Syntax Measure (BSM), which assesses children's English-language proficiency and places them in one of five proficiency levels (Burt, Dulay, & Hernandez, 1975). The BSM focuses on a child's control of basic English grammatical structures used to express ideas and options in face-to-face communication. Both assessments were individually administered. Results from the BSM, which was administered to students when they enrolled in the districts, were used to determine if the PPVT would be administered in English or Spanish.

These preassessments provide baselines against which we will assess students' reading achievement over time. Students' performance in reading will be tracked using individually administered reading assessments at the end of grades 1, 2, and 3 and beyond, funding permitting.

The longitudinal nature of this evaluation is key given the nature of the Success for All research base, which tracks achievement over time, and research findings concerning the length of time required to develop students' academic proficiency in a second language (Cummins, 1984, 1986; Fradd, 1987; Collier, 1992). When students are schooled in both their first and second languages, they may perform at grade level in language arts in as few as two years (Collier, 1989). Therefore, we are especially interested in evaluating the effectiveness of Success for All delivered in Spanish augmented by ESL and sheltered-content instruction.

Based on the experience with Success for All in monolingual settings and at Key Elementary, we expect the program will increase student achievement, especially that of students who are most at risk. However, we also expect to learn a great deal about how the issues Success for All was designed to address play themselves out in the unique circumstances of bilingual education. If Success for All is to become broadly applicable for schools serving disadvantaged students, it must apply in schools serving language minority students, the fastest growing segment of our school-age population.

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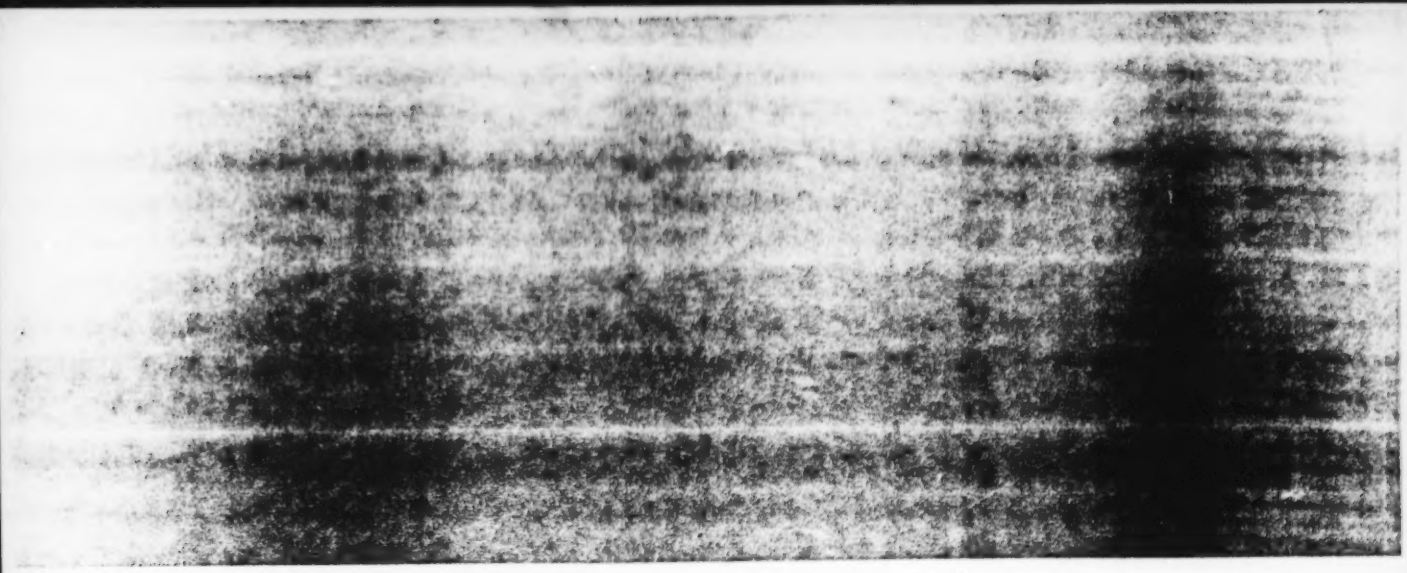

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